

You also advocate that the Government should institute schools for the teaching of match-making. I do not think such factory industries could be easily adopted for vocational instruction. In other directions such as carpentry, I have not the slightest doubt that instruction can be appropriately and profitably developed.

76. Teachers in Grant-in-aid Vernacular Schools.

MR. KANAKKU MARTANDA PILLAI PARAMESVARAN PILLAI (*Member, Chirayinkil taluk, Group I*) said that the grants-in-aid given to the teachers in Primary Schools were very small, being only Rs. 7½ each, per mensem. The brunt of the work of imparting primary education was borne by them and they were responsible for moulding the conduct and character of the future citizens of the State. They had the same responsibility as the teachers in Government schools; but in the matter of pay alone was there a disparity. It was wrong to believe that, in addition to the Government grants, the teachers in aided schools were being paid anything by the managers. The managers themselves had applied to the Government for enhancing the grants, as they were spending large amounts for building and equipment and stationery and could not possibly give any increase of pay to the teachers.

The members of the Legislative Council had urged upon the Government the necessity for reducing the pay of Professors of the Colleges. But the Government had replied that, on account of the increased cost of living, it would not be possible to make any reduction. On the very same ground, the pay of the grant-in-aid school teachers also needed revision. The major portion of the expenditure on education was being incurred on English Schools. In the sister State of Cochin, the grant-in-aid allowed to a teacher in a private school was 87½ per cent. of the pay of a teacher in a Government school. It was in consideration of the very onerous and responsible work of a teacher that Dr. Mitchell raised the status of English School teachers, but unfortunately the case of the Vernacular School teachers and especially that of the aided school teachers was not considered by him and they had been left in the background. The existing grants were meagre and it was absolutely necessary to enhance the rates. As regards funds, the member made the following suggestions:—

(1) The posts of Personal Assistants, newly created in several departments, should be abolished and their work attended to by the managers in the offices of the heads of those departments.

(2) Primary Schools for boys and girls should be amalgamated, by the addition of a few divisions in some classes, if necessary; thereby the number of teachers and Assistant Inspectresses could be reduced.

(3) Headmasters of Vernacular Middle Schools should be empowered to inspect the Primary Schools, both Government and aided, in the neighbourhood and report the results to the authorities concerned. By such an arrangement, the pupils passing out of Primary Schools and seeking admission to the Middle Schools would attain a better standard of efficiency, and the number of Assistant Inspectors could also be reduced.

(4) In localities where there were both Government and grant-in-aid schools the Government schools should be closed.

(5) Manual training classes instituted in several schools was of no practical utility to the pupils and could be stopped.

(6) All text-books, note-books, copy-books, etc., should be printed in the Government Press and sold at cost price to the public as in the case of Macmillan Readers.

The savings effected by the above methods could be utilised for enhancing the grants-in-aid to Vernacular School teachers.

Another point touched upon by the member was that teachers in grant-in-aid schools had no chance of bettering their prospects. They were often not only not

given the full grants allowed by the Government but were also at the mercy of the managers, subject to dismissal for incurring their slightest displeasure. It should be ruled that, in vacancies in Government schools, teachers from grant-in-aid schools alone should be appointed.

DEWAN'S REPLY : Mr. Kanakku Martanda Pillai Paramesvaran Pillai, on the subject of grant-in-aid teachers I cannot tell you more than I said last year and that is that the Government grant of Rs. 7½ a month is only a contribution given to the private schools towards the pay of school teachers. That does not mean that the Government are paying the whole of the teachers' pay and that the whole of their pay is Rs. 7½. If you want to help the Vernacular School teachers in the matter of pay, I would strongly advise you to bring your influence to bear upon the managers of schools so that they can give their share of the pay of the teachers. Be that as it may, the matter is one of those questions which is being enquired into by the Committee appointed to deal with the question of the pay of Vernacular School teachers.

There is only one other matter which I need touch upon here and that is your reference to the Macmillan contract. That contract has been determined and text-books are now being provided by Government agency by having their books printed for them, in some cases by contractors.

77. Additional concessions to the Malayala Brahmins in the matter of Education.

(Mr. TRIVIKRAMAR VASUDEVAR (*Member, Jenmies, Trivandrum Division, Group I*)) represented that the Malayala Brahmin community was admittedly backward in point of education. As a result of the concessions granted to the community and of the establishment of the Special School at Kulakkada, a few members had no doubt passed the B. A. and B. L., degree examinations. The entire community had latterly begun to evince interest in education and more students were resorting to public schools and colleges. But they were not given sufficient encouragement for prosecuting their higher studies. The Government had left to the control of the Board of Management of the Special School some of the charitable endowments founded by the Malayala Brahmins. There were still many others, which could also be transferred to their management and arrangements should be made for utilising their whole income for the benefit of the Malayala Brahmin students.

To the numerous students belonging to their community who were attending public schools and colleges, no concessions had been granted. Special scholarships should be instituted for their benefit and awarded on the recommendations of a committee appointed for the purpose.

Many Malayala Brahmin youths were desirous of prosecuting higher studies abroad but could not do so on account of poverty. There existed no longer any obstacles in the matter by way of caste restrictions, as the *purohits* had allowed even foreign travel for purposes of education. In view to encourage such students, the money that was being spent on the Special School should be utilised for instituting foreign scholarships. Nearly a sum of Rs. 7,000 was being spent annually on the Special School. That amount could with better advantage be deposited in the State Aided Bank and scholarships awarded therefrom to deserving youths selected by a committee appointed *ad hoc*.

The maintenance of the Special School should be entrusted to a committee of management ; and a grant awarded to it as in the case of other aided schools would amply suffice.

DEWAN'S REPLY : Mr. Trivikramar Vasudevar, I do not think that you need be anxious about the Special School, because the Government find themselves able to comply with your request for further assistance towards the education of your community.

In the matter of scholarships and other forms of assistance to the boys of your community to pursue the course of education, I shall ask the Director to consider the matter well.

It is a very interesting proposition that you put forward that a fund should be created and kept under control by the Government from which scholarships should be provided for members of your community to attain higher education abroad. If you will write to the Director of Public Instruction on behalf of your